
Year Four Evaluation of City Year Greater Philadelphia

March 2013

Prepared by Research for Action
Michael H. Norton

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About Research for Action

Research for Action (RFA) is a Philadelphia-based nonprofit organization. We seek to use research as the basis for the improvement of educational opportunities and outcomes for traditionally underserved students. Our work is designed to: strengthen public schools and postsecondary institutions; provide research-based recommendations to policymakers, practitioners, and the public at the local, state, and national levels; and enrich the civic and community dialogue about public education. For more information, please visit our website at www.researchforaction.org.

Acknowledgments

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Year Four Evaluation of City Year Greater Philadelphia

Executive Summary

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Introduction

In 2011-12, City Year Greater Philadelphia (CYGP) entered its 15th year of operation in Philadelphia, partnering with 19 schools across the city. Corps members served in 15 School District of Philadelphia (SDP) schools, seven high schools and eight elementary/middle schools, and provided targeted academic and behavioral supports for students in grades 6-9. In recent years, CYGP has focused its mission on reducing the incidents of high school dropout. This has resulted in a concentration on:

- Working with middle school and 9th grade students as they transition to high school; and,
- Improving student outcomes related to high school dropout.

CYGP supports are ideally targeted to students identified as “at-risk” of dropping out school. These students entered the 2011-12 school year with any of the following Early Warning Indicators (EWIs):

1. Average daily attendance below 90%;
2. Received one or more out of school suspensions; or
3. Received a “D” or an “F” as a final course grade in math and/or English.

Research for Action’s (RFA’s) evaluation of CYGP corps member supports for SDP students during the 2011-12 school year represents the fourth consecutive year of RFA’s partnership with CYGP. RFA’s 2010-11 evaluation found that a majority of students receiving corps member supports did represent the target population of students who had entered the school year with at least one EWI from the prior year. In addition, the 2010-11 report found mixed results in the overall improvement of students’ attendance, behavior and academic performance, and identified the following key areas to watch in the 2011-12 evaluation:

1. The degree to which corps members supported the CYGP target population in their partner schools;
2. The degree to which corps members focused more heavily on academic supports;
3. The overall performance of students who received corps member supports in attendance, behavior and course performance; and,
4. The effect corps member supports have on student performance in attendance, behavior and course performance.

Building on the findings from the 2010-11 evaluation, the analyses presented in the 2011-12 report also assessed differences between two groups of students within each outcome category (attendance, behavior and course performance): City Year Group, which is comprised of students who finished the 2010-11 academic year with an EWI in the relevant outcome and received corps member supports in 2011-12; and the Comparison Group, comprised of students who finished the 2010-11 school year with an EWI in the relevant outcome and did not receive corps member supports in 2011-12.

Key Findings

Serving the Target Population

- Corps members did not always provide behavioral and academic supports to the target population of students in partner schools.
 - There are a considerable number of at-risk students at CYGP partner schools who did not receive CYGP supports in both the middle grades and 9th grade.
- Relatively few students who received academic tutoring reached CYGP dosage thresholds.

CYGP Supports & Student Performance

- Relatively few students who received attendance and behavior coaching finished the school-year as at-risk students in these areas.
- Students who entered the school year at-risk across all support areas continued to struggle with attendance, behavior and academics in 2011-12.
- CYGP academic supports exerted only modest contributions to at-risk students' academic performance among 9th grade students, and had no discernible effect in the middle grades.
- Attendance was a strong, driving force behind academic performance in math and English for at-risk 9th grade students.

Some of the findings presented in this report echo the findings presented in the 2010-11 report. In particular, identifying behaviorally and academically at-risk students with the use of continually updated focus lists appears to be an ongoing challenge. Working closely with teachers and administrators at CYGP partner schools will continue to be important for corps members and the CYGP leadership moving forward. In order to effectively assess the overall impact of CYGP supports for students that align with CYGP's programmatic goals, it is crucial that corps member consistently support the CYGP target population.

The findings presented in this report suggest that the accumulation of multiple EWIs, having low attendance, getting suspended, and struggling in other courses, all decrease the likelihood that 9th grade students will succeed at CYGP partner schools.

However, the analyses of the effect corps member supports exerted on student attendance, behavior and academic performance did not generate clear results. The absence of any observable influence of attendance and behavior coaching on students receiving these supports may be the result of inconsistent provision of these supports throughout the year.

In terms of academic supports, the findings were slightly more complicated:

- Initial comparisons between 9th grade CYGP students and comparison students suggested a positive relationship between receipt of corps member tutoring and course performance.
- However, when the effect of multiple factors were taken into consideration, such as students' attendance, behavior and prior academic performance, the effect of CYGP tutoring disappeared.

There are a number of ways to understand this apparently contradictory finding. One possible explanation is that corps members had effectively identified the most at-risk students in these areas and that these students continue to struggle, despite the additional supports they received. A second possible explanation may be related to the relatively small percentage of tutored students who reached dosage levels in math and literacy tutoring. With the vast majority of students receiving math and literacy tutoring falling below the dosage threshold, it may be unreasonable to expect these students to have benefited from these corps member supports. A third possible explanation is that corps members' tutoring supports were ineffective, possibly due to the amount, or quality, of the tutoring students received.

Key Recommendations

1. Continue to work with school administrators and staff to accurately identify at-risk students across all support areas.

- CYGP has already moved in this direction during the 2012-13 school year, utilizing “rolling focus lists” that are updated after the first marking period. Working closely with school administrators and staff to identify at-risk students within the school year will allow CYGP to assess change from the first to the last marking period, as well as from year to year.

2. Prioritize attendance and behavioral supports for at-risk students.

- The findings presented in this study echo key findings from other studies of at-risk student academic performance: attending school regularly and staying out of trouble are consistently positive predictors of students' long term academic performance.

3. Intentionally coordinate attendance and behavioral supports with academic tutoring to support at-risk students' academic progress.

- Students who do not attend school regularly likely do not benefit as much from academic tutoring as those who regularly attend. Supporting students' attendance and behavior to keep them attending school will provide additional opportunities for success for those students also identified for targeted academic tutoring.

4. Include qualitative research and analyses of program management and implementation in all future evaluations.

- This will support more nuanced understanding of findings, clearer identification of corps members' challenges, and the ability to connect program implementation to student performance at partner schools.



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Introduction

In 2011-12, City Year Greater Philadelphia (CYGP) entered its 15th year of operation in Philadelphia, partnering with 19 schools across the city. Corps members served in 15 School District of Philadelphia (SDP) schools, seven high schools and eight elementary/middle schools, and provided targeted academic and behavioral supports for students in grades 6-9.¹ In recent years, CYGP has focused its mission on reducing the incidents of high school dropout. This has resulted in a concentration on:

- Working with middle school and 9th grade students as they transition to high school; and,
- Improving student outcomes related to high school dropout.

Previous research has identified the transition to 9th grade as a crucial time for students; their academic and behavioral performance leading up to 9th grade and once they enroll in high school plays a significant role in their prospects for staying in school.² In addition, research has revealed that student dropout is typically preceded by a combination of early warning signs of low attendance, negative behavior, and poor course performance that contribute to students dropping out of school. Researchers refer to these markers as Early Warning Indicators (EWIs),³ and CYGP has established metrics assessing attendance, behavior and course performance as measurable target outcomes.⁴

For the purposes of this report, students are identified as “at-risk” of dropping out if they entered the 2011-12 school year with any of the following EWIs:

¹ See Appendix A for a list of all CYGP schools in 2011-12. In this report we use the term “middle grades schools” to include K-8, 5-8, 6-8, and 7 & 8 configurations.

² Neild, R., Stoner-Eby, Furstenberg. (2008). Connecting Entrance and Departure: The Transition to Ninth Grade and High School Dropout. *Education and Urban Society*, 40(5), 543-569.

³ Balfanz, R., Herzog, L., Mac Iver, D. (2007). Preventing Student Disengagement and Keeping Students on the Graduation Path in Urban Middle-Grades Schools: Early Identification and Effective Interventions. *Educational Psychologist*, 42(4), 223-235. For the purposes of this report, academic EWIs will also include students who received a D in Math or English; these students also fall into City Year’s target population.

⁴ Neild, R., Balfanz, R., and Herzog, L. (2007). An Early-Warning System. *Educational Leadership*, 65 (2): 28-33; also see *Scaling City Year’s Impact: In School and On Track: A National Challenge* at http://www.cityyear.org/inschool_ontrack.aspx. Academic achievement has become the most prominent due to new AmeriCorps benchmarks emphasizing measurable outcomes in academic achievement.

1. Average daily attendance below 90%.
2. Received one or more out of school suspensions.
3. Received a D or an F as a final course grade in math and/or English.

Research for Action's (RFA's) evaluation of CYGP corps member supports for SDP students during the 2011-12 school year represents the fourth consecutive year of RFA's partnership with CYGP. While previous evaluations included a mix of student assessment analyses with analyses of program implementation, the 2011-12 evaluation focuses exclusively on student receipt of corps member supports and students' attendance, behavior and academic performance.

RFA's 2010-11 evaluation found that a majority of students receiving corps member supports did represent the target population, in that these students entered the school year with at least one EWI from the prior year. In addition, the 2010-11 report found mixed results in the overall improvement of students' attendance, behavior and academic performance. The 2010-11 report also identified the following key areas to watch coming into the 2011-12 evaluation:

1. The degree to which corps members supported the CYGP target population in their partner schools;
2. The degree to which corps members focused more heavily on academic supports;
3. The overall performance of students who received corps member supports in attendance, behavior and course performance; and,
4. The effect corps member supports have on student performance in attendance, behavior and course performance.

Building on the findings from the 2010-11 evaluation, the analyses presented in this report assess differences between two groups of students within each outcome category (attendance, behavior and course performance): City Year Group, which is comprised of students who finished the 2010-11 academic year with an EWI in the relevant outcome and received corps member supports in 2011-12; and the Comparison Group, comprised of students who finished the 2010-11 school year with an EWI in the relevant outcome and did not receive corps member supports in 2011-12.

This report is divided into five sections:

- I. **Students Served in School District of Philadelphia Public School:** This section presents the overall number of students served by CYGP corps member supports at SDP partner schools in the middle and 9th grades. This section also contextualizes CYGP-supported students' socio-demographics and prior accumulation of EWIs at CYGP partner schools to show similarities and differences between those students and the overall student populations at CYGP partner schools. This initial review of the student population at CYGP partner schools provides an overall picture of the relative size of the CYGP target population at their partner schools, along with the proportion of these students who received the relevant corps member supports.
- II. **Attendance and Behavior Coaching:** This section presents: 1) a detailed review the overall number of students who received attendance and behavior coaching from corps members at partner schools; 2) these students' attendance and behavioral performance

during the 2011-12 school year; and, 3) comparative analyses between a subset of corps member supported students and comparison students to assess the effect of corps member supports in these areas.

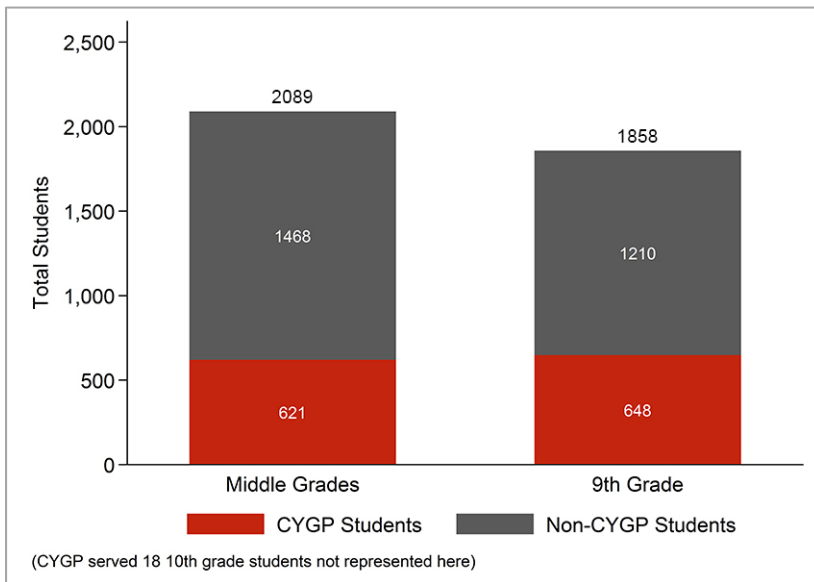
- III. **Math and Literacy Tutoring:** This section presents: 1) a detailed review the overall number of students who received math and literacy tutoring from corps members at partner schools; 2) these students' math and English performance during the 2011-12 school year; and, 3) a comparative analyses between a subset of corps member-supported students and comparison students to assess the effect of corps member supports in these areas.
- IV. **A Closer Look at Math and English Performance:** This section presents the results of two sets of predictive analyses designed to estimate how receiving corps member tutoring supports, along with a set of other key factors, influenced students' academic performance in math and English.
- V. **Conclusion and Recommendations for Future Research:** The recommendations provided in the conclusion point to programmatic adjustments to support implementation at CYGP partner schools, along with adjustments to future evaluation designs to strengthen research.

I. Students Served in School District of Philadelphia Public School

CYGP provided records for 1,454 students in grades 6-11 who received corps member supports at an SDP public school during the 2011-12 school year.⁵ Students who entered the school year “at-risk” or who were struggling at the outset of the school year, academically or behaviorally, were identified by CYGP program managers at each partner school in consultation with classroom teachers, school administrators, and corps members.

This section gives an overview of the student populations at CYGP partner schools, along with the number of students who received corps member supports during the 2011-12 school year. Figure 1 presents the overall number of students enrolled at CYGP partner schools and the total number of students who received corps member supports in both middle grades (6-8), and in 9th grade.⁶

Figure 1. Total Enrolled Students and Total Students Served by CYGP Corps Members



- Corps members served 621 middle grades students, representing roughly 30% of all students in middle grades at partner schools.
- Corps members served 648 9th grade students, representing roughly 35% of all 9th grade students at partner schools.

Serving an “At-Risk” Population

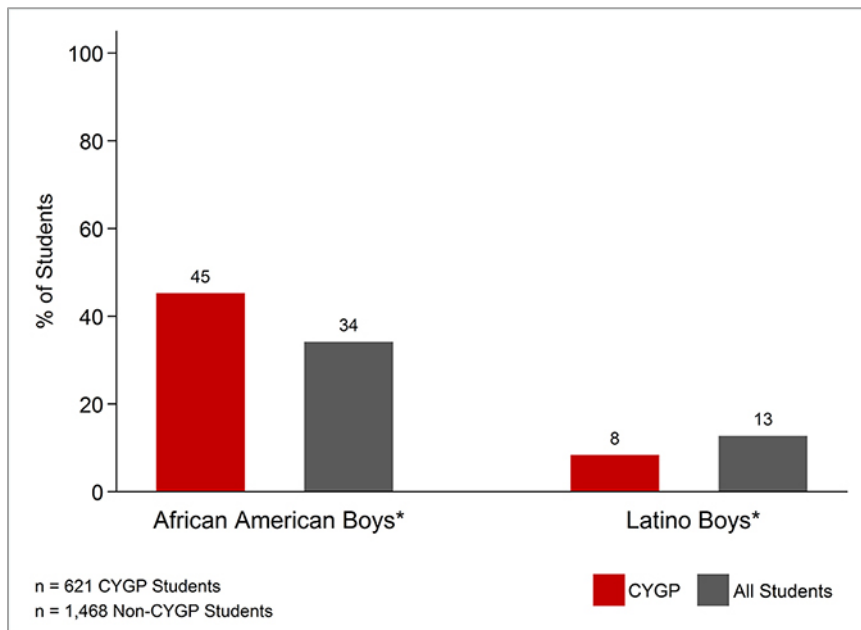
As the following figures in this section will show, corps members served a student population that was fairly representative of the overall at-risk student population at their partner schools, but with some notable differences.

⁵ 1,269 student IDs provided by CYGP were matched by the SDP Office of Research and Evaluation to support the analyses presented in this report. CYGP also provided records for 12 10th grade students and 2 11th grade students. Since 9th grade students represent the CYGP target population, these 14 students were not included in the analyses presented in this report.

⁶ See the Appendix for a list of CYGP partner schools and the total students served in each school.

Prior research related to student dropout shows that African American and Latino boys are at a particularly high risk of dropping out of school compared to their peers.⁷ Figures 2 and 3 present comparisons between the proportion of African American and Latino boys served by corps members to the overall student populations a partner schools.

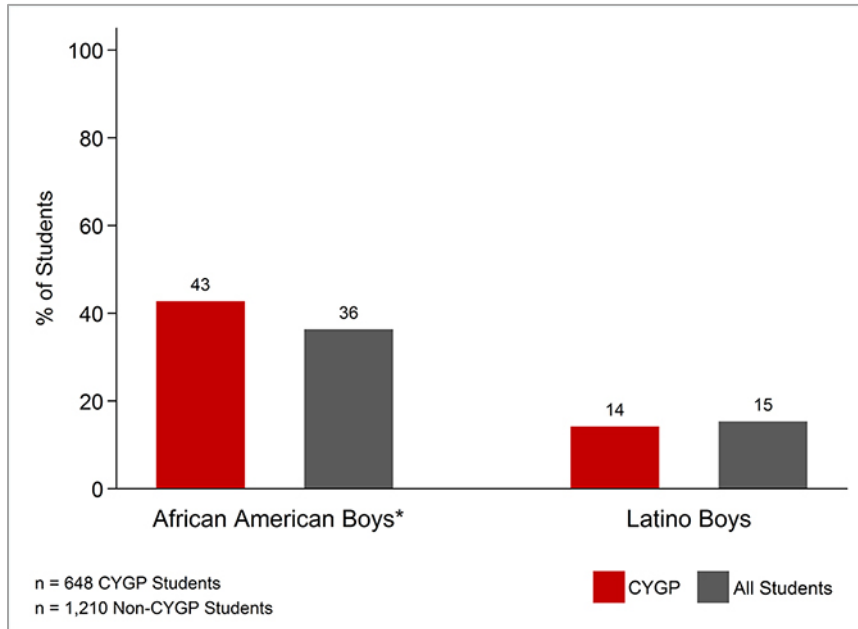
Figure 2. African American and Latino Boys: Middle Grades



*Group differences are statistically significant ($p < .05$)

⁷ Rumberger, R. (2011). *Dropping Out: Why Students Drop Out of High School and What Can Be Done About It*. Library of Congress Cataloguing in Publication Data. Washington DC.
Bradley, C., and Renzulli, L. (2011). The Complexity of Non-Completion: Being Pushed or Pulled to Drop Out of High School. *Social Forces*, 90(2), 521-545.
Dunham, R., and G. Wilson. 2007. "Race, within-family social capital, and school dropout: An analysis of Whites, Blacks, Hispanics, and Asians." *Sociological Spectrum* 27(2):207-21.

Figure 3. African American & Latino Boys: 9th Grade



*Group differences are statistically significant ($p < .05$)

- In both the middle grades (45% v. 34%) and 9th grade (43% v. 36%), the proportion of African American male students who received corps member supports was significantly higher than the African American male population at partner schools overall.
- In the middle grades, the proportion of Latino male students who received corps member supports was significantly lower than the Latino male population at partner schools overall (8% v. 13%).
- In 9th grade, the proportion of Latino male students who received corps member supports was roughly equivalent to the Latino male population at partner schools overall (14% v. 15%).

In addition to African American and Latino boys, prior research has also found that students who come from low-income families, students with learning disabilities and those who lack full proficiency in English are also at a higher risk for dropping out of school than the general student population in urban school districts.⁸ Figures 4 and 5 present comparisons between the proportion of students served by corps members who were Special Education students, students who receive free/reduced priced lunch, and students with limited English proficiency (LEP) to the overall student populations at partner schools.

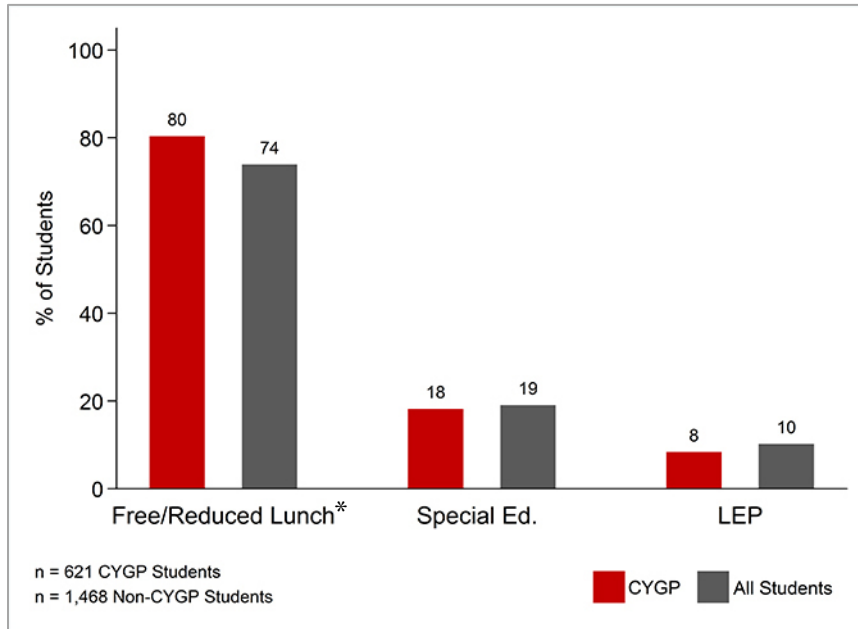
⁸ Rumberger, R. (2011). *Dropping Out: Why Students Drop Out of High School and What Can Be Done About It*. Library of Congress Cataloguing in Publication Data. Washington DC.

Bradley, C., and Renzulli, L. (2011). The Complexity of Non-Completion: Being Pushed or Pulled to Drop Out of High School. *Social Forces*, 90(2), 521-545.

Dunham, R., and G. Wilson. 2007. "Race, within-family social capital, and school dropout: An analysis of Whites, Blacks, Hispanics, and Asians." *Sociological Spectrum* 27(2):207-21.

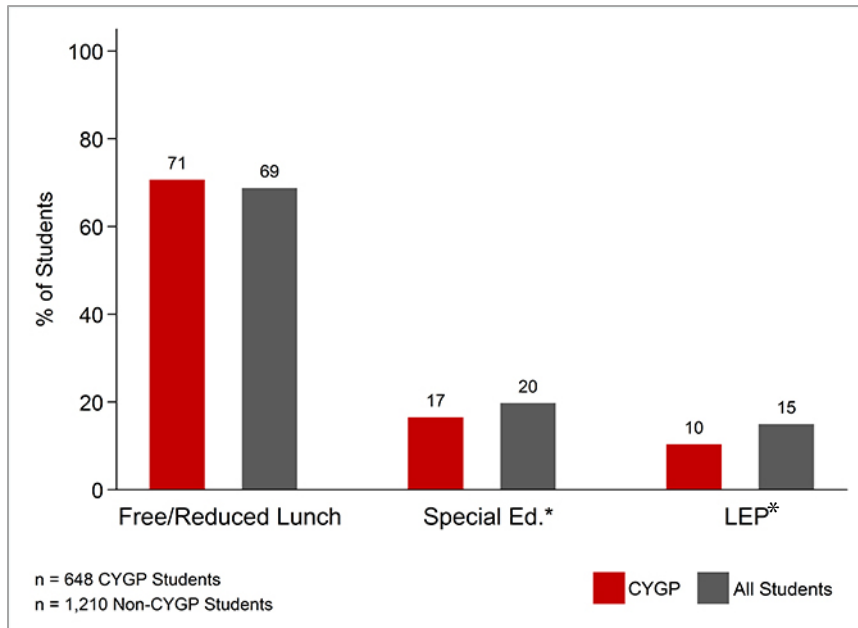
Carpenter II and Ramirez (2007). More Than One Gap: Dropout Rate Gaps Between and Among Black, Hispanic, and White Students. *Journal of Advanced Academics* 19(32). 32-64.

Figure 4. Low Income, Special Education, and Limited English Proficiency Students: Middle Schools



*Group differences are statistically significant ($p < .05$)

Figure 5. Low Income, Special Education, and Limited English Proficiency Students: 9th Grade



*Group differences are statistically significant ($p < .05$)

- In the middle grades, the proportion of students receiving free/reduced priced lunch that received corps member supports was significantly higher than the free/reduced price lunch population at partner schools overall (80% v. 74%).

- In 9th grade, the proportion of special education students that received corps member supports was significantly lower than the special education population at partner schools overall (17% v. 20%).
- In 9th grade, the proportion of LEP students that received corps member supports was significantly lower than the LEP population at partner schools overall (10% v. 15%).

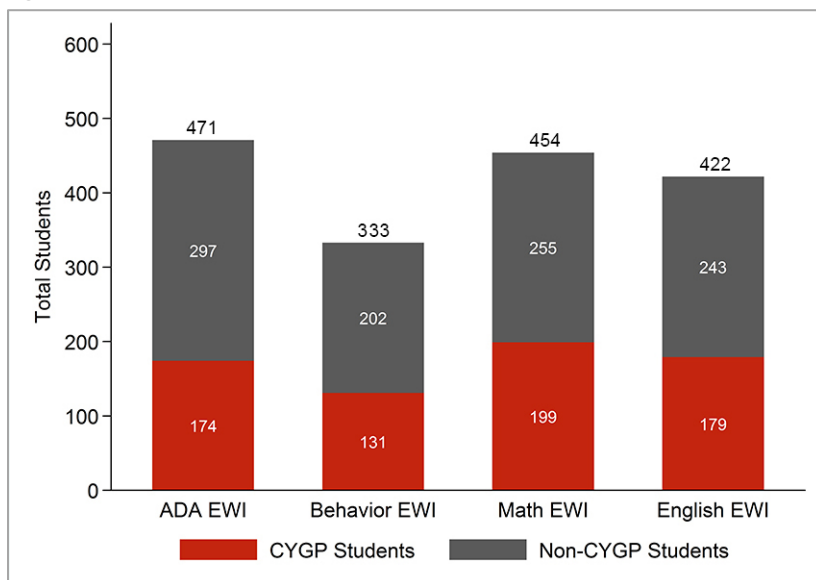
Figures 2 through 5 reveal that, overall, corps members served a disproportionate share of African American male students at all grade levels, while they served significantly lower portion of the Latino boys in the middle grades. In addition, the vast majority of students at CYGP partner schools are economically disadvantaged students, receiving free/reduced priced lunch. Corps members serve a relatively low number of special education and LEP (Limited English Proficiency) students due the fact that they are not placed in classes designed to serve these students in partner schools. The special education and LEP students who did receive CYGP supports were those students who took their courses with the general population of students in their schools.⁹

CYGP Target Population

The target population for CYGP is students who enter the academic year with an EWI from the prior year. Corps members work with teachers and administrators at partner schools to develop ‘focus lists’ of students based on these EWIs. The development and use of the focus lists has been a key strategy for CYGP to effectively serve students who are most in need of additional behavioral and academic supports.

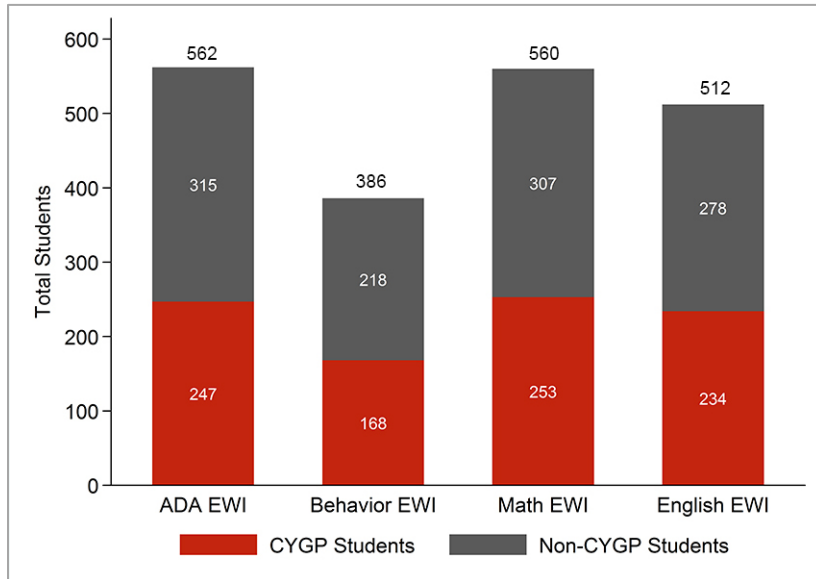
Figures 6 and 7 present the total number of at-risk students who received corps member supports (red), and those who did not (gray); the full height of each bar constitutes the overall size of the target population for each support.

Figure 6. Students with 2010-11 EWIs: Middle Grades



⁹ Corps members are not trained to support students with these special needs, and these students are not part of CYGP’s target population of students.

Figure 7. Students with 2010-II EWIs: 9th Grade

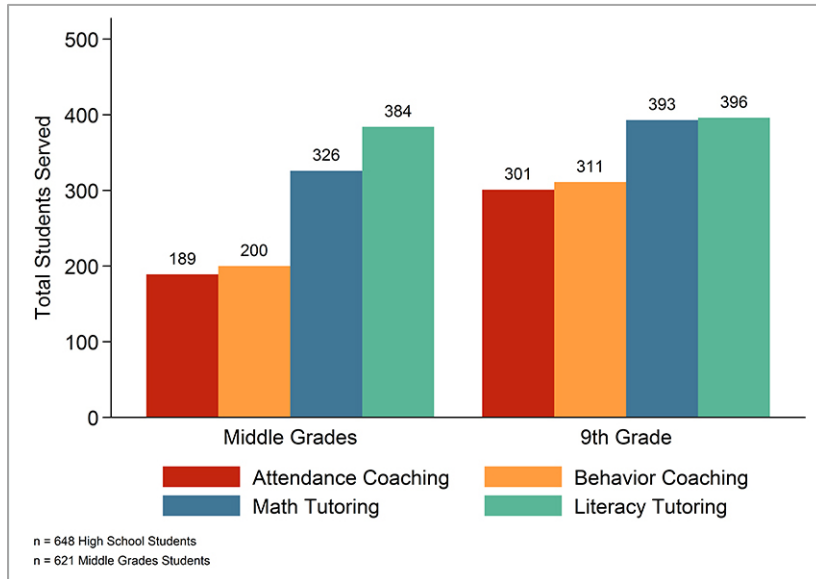


- In both the middle grades and 9th grade, a sizeable number of students entered the 2011-12 school year with an attendance or academic EWI.
 - In both middle grades and 9th grade, corps members served a minority of these student populations.
- In both the middle grades and 9th grade, a smaller number of students entered the 2011-12 school year with a behavioral EWI.
 - In both middle grades and 9th grade, corps members served a minority of these student populations.

Students Receiving Corps Member Supports

Figure 8 shows the overall number of students who received each support provided by corps members: attendance coaching, behavior coaching, math tutoring, and literacy tutoring.

Figure 8. Total Supports Provided by CYGP Corps Members



- In both the middle grades and 9th grade, math and literacy tutoring were the most commonly offered supports.
- Corps member provided more attendance and behavior coaching to 9th graders than middle grades students.

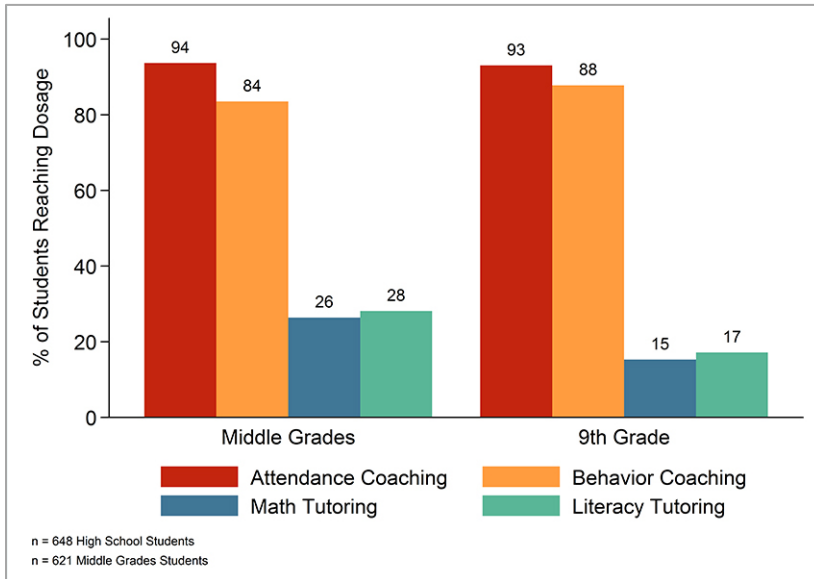
From a programmatic standpoint, it is not only important that corps members serve a consistent number of students; supported students also need to receive enough support over the course the year. Table 1 presents the dosage thresholds for students receiving corps member supports within each support area.

Table 1. CYGP Dosage Thresholds

CYGP Support	Dosage Threshold
Attendance & Behavior Coaching	Eight weeks of continuous enrollment
Math & Literacy Tutoring	15 hours of tutoring

Figure 9 shows the percentage of students served by each support who reach the CYGP dosage threshold for each support.

Figure 9. Percentage of Supported Students Reaching Dosage



- In both the middle grades and 9th grade, the vast majority of students who received attendance and behavior coaching were enrolled to receive these supports for at least eight weeks during the school year.
- In both the middle grades and 9th grade, relatively few students tutored in math and literacy received at least 15 hours of tutoring during the school year.

Table 2 shows the different possible combinations of corps member supports a student could receive.

Table 2. Corps Member Support Combinations

Number of Supports	Support Combinations	Middle Grades		9 th Grade	
		Number of Students	% of Students	Number of Students	% of Students
1	A B M L	39	34%	29	30%
	A B M L	20		23	
	A B M L	44		64	
	A B M L	79		61	
2	A B M L	7	32%	12	28%
	A B M L	10		27	
	A B M L	21		27	
	A B M L	16		24	
	A B M L	25		31	
	A B M L	89		47	
3	A B M L	9	26%	25	22%
	A B M L	12		24	
	A B M L	47		34	
	A B M L	67		49	
4	A B M L	44	7%	123	21%
Total		529		600	

A	Attendance Coaching	M	Math Tutoring
B	Behavior Coaching	L	Literacy Tutoring

- In both the middle grades and 9th grade, the vast majority of students received multiple corps member supports over the course of the school year.
 - A significantly greater percentage of 9th grade students received all four corps member supports than students in middle grades (21% versus 7%).
- In both the middle grades and 9th grade, the most common support combinations were those that included both math and literacy tutoring.

Serving the CYGP Target Population

In Figures 10 and 11 the full length of each bar shows the total number of students who received each corps member support; each bar is divided into the number of students who entered the 2011-12 school year with the EWI that corresponds to the support received (red), and the number of students who did not enter the 2011-12 school year with the EWI that corresponds to the support received (gray).

Figure 10. Total Students Served: Middle Grades

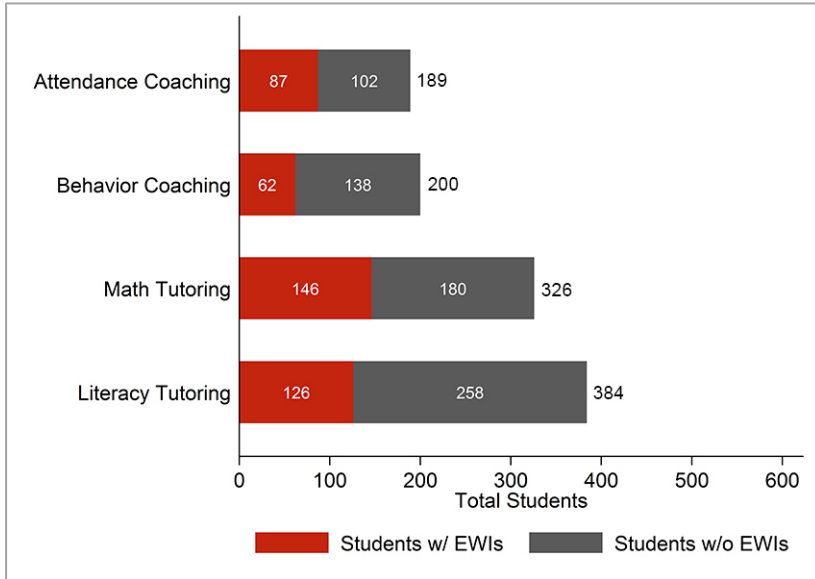
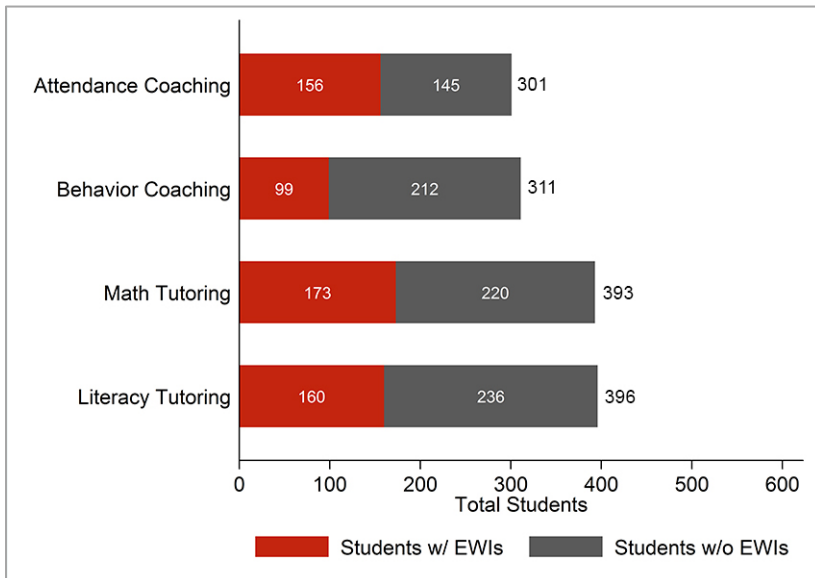


Figure 11. Total Students Served: 9th Grade



- In both the middle grades and 9th grade, roughly half of those students who received attendance coaching entered the school year with an attendance EWI from the previous year.
- In both the middle grades and 9th grade, roughly a third of those students who received behavior coaching entered the school year with a behavioral EWI from the previous year.
- In both the middle grades and 9th grade, a minority of students receiving math and English tutoring entered the 2011-12 school year with an EWI in math or English from the prior year.

Overall, figures 10 and 11 suggest that corps member supports were not always provided to the target populations.

Summary

The figures presented in this section point to four key findings related to student population served:

1. Corps members appear to have focused more heavily on academic supports, with substantially more students receiving math and literacy tutoring than attendance and behavior coaching in the middle grades and in 9th grade.
2. While the vast majority of students at both grade levels reached dosage in attendance and behavior coaching, only small minorities of students reached dosage for academic tutoring.
3. With only one exception, fewer than half of students served by corps members in middle grades and 9th grade, across all corps member supports, entered the school year with corresponding EWIs from 2010-11.
4. At each grade level there were sizable proportions of students with behavioral and academic EWIs who were not receiving corps member supports.

The following sections provide a review of students' performance along each of the four support areas: student attendance, behavior and student academic performance in math and English. The analyses presented in the following sections present findings related to the effect corps member supports had on students' performance in each area.

II. Attendance and Behavior Coaching

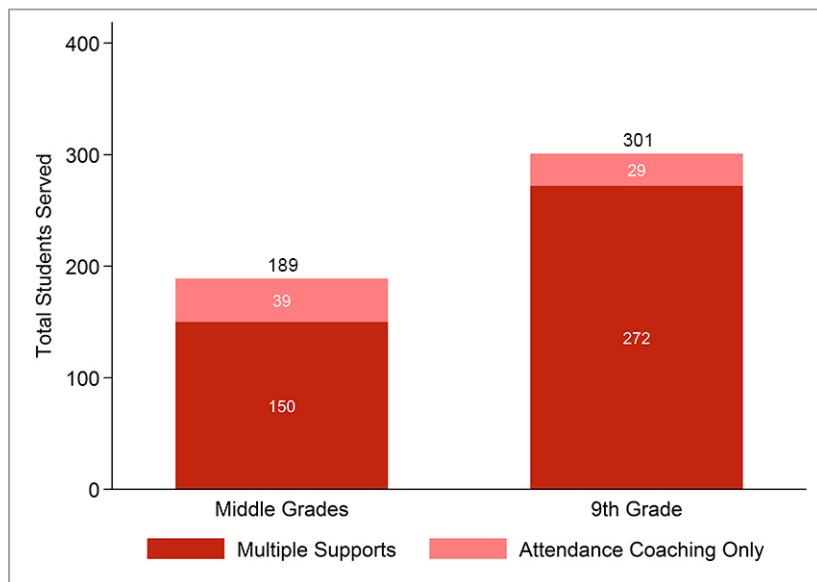
RFA’s 2010-2011 evaluation identified a range of formal and informal attendance and behavioral “coaching” practices provided by corps members throughout the school year. At both grade levels, attendance and behavioral “coaching” was found to have been initiated “one on one,” in small groups, and at large school-wide activities and events. Supports at high schools tended to be more individualized, while small group and school wide events were more common at middle schools.¹⁰

This section reviews the overall student population who received attendance and behavior coaching during the 2011-12 school year by presenting:

1. Student populations served, by grade group;
2. Performance of each grade group population in attendance and behavior; and
3. Comparisons between coached students and a set of similarly situated students that did not receive CYGP coaching.

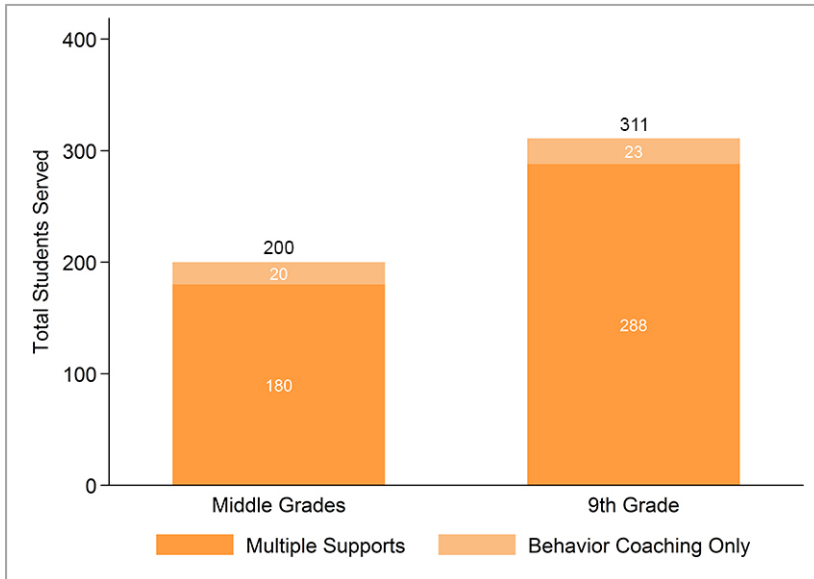
Figures 12 and 13 present the total number of students who received attendance and behavior coaching along with the proportion of these students who also received additional corps member supports during the school year. In each figure, the lightened portion of each bar represents those students who only received attendance or behavior coaching at each grade level.

Figure 12. Total Students Served: Attendance Coaching



¹⁰ Tracey Hartmann, Michael H. Norton, Holly Maluk, Nichole Johnson. “Year Three Evaluation of City Year Greater Philadelphia”, Research for Action. Dec., 2011

Figure 13. Total Students Served: Behavior Coaching



Key Findings:

- The vast majority of all students in both middle grades and 9th grade who received attendance and behavior coaching also received at least one other corps member support in 2011-12

Figures 14 and 15 show the average daily attendance (ADA) of middle grades and 9th grade students who received attendance coaching during the 2011-12 school year. Each figure presents the percentage of coached students who finished the 2011-12 school year with average daily attendance within the following ranges: Less than 60%; 60-70%; 70-80%; 80-90% and 90% or better.

Figure 14. ADA for Students Receiving Attendance Coaching: Middle Grades

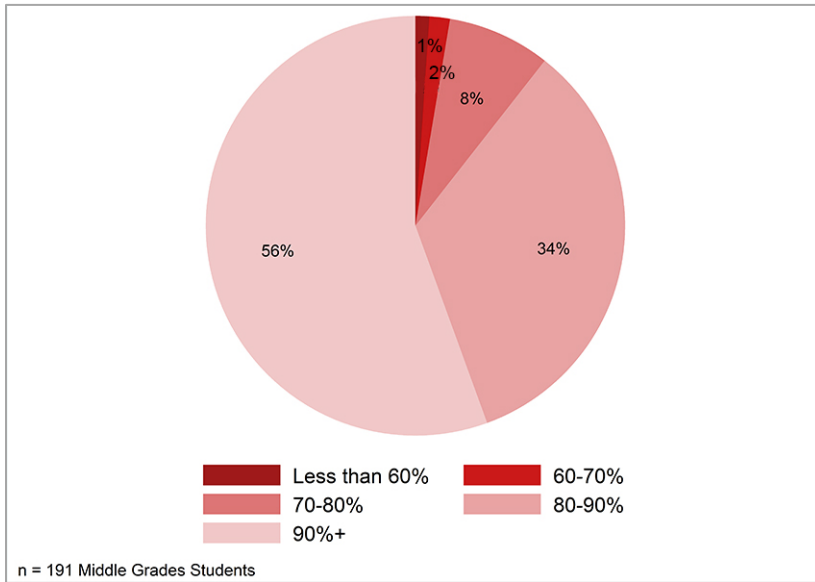
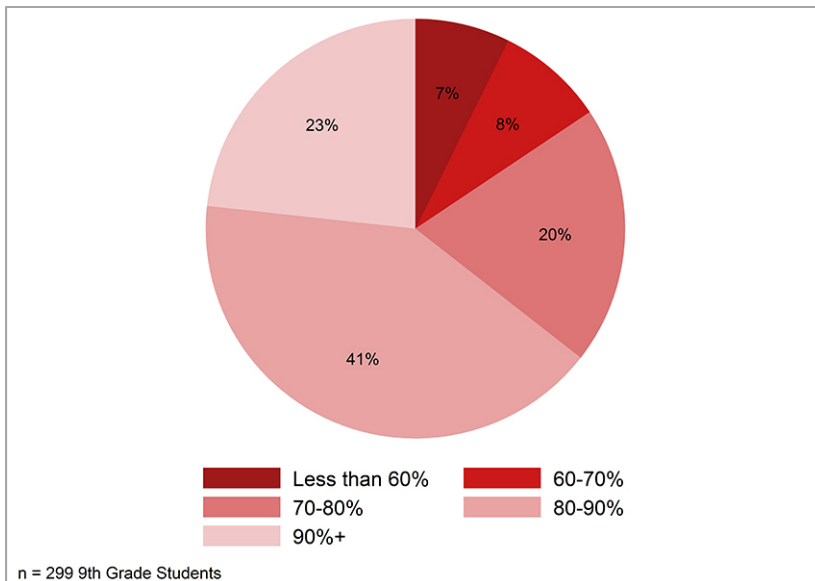


Figure 15. ADA for Students Receiving Attendance Coaching: 9th Grade



Key Findings:

- A majority of middle grades students (56%) who received attendance coaching finished the 2011-12 school year with an average daily attendance rate above 90%.
- A minority of 9th grade students (23%) who received attendance coaching finished the 2011-12 school year with an average daily attendance rate above 90%.

Figures 16 and 17 show the number of suspensions received by middle grades and 9th grade students who received behavior coaching during the 2011-12 school year. Each figure presents the percentage of coached students who finished the 2011-12 school year with no suspensions, one suspension, or more than one suspension.

Figure 16. Suspensions for Students Receiving Behavior Coaching: Middle Grades

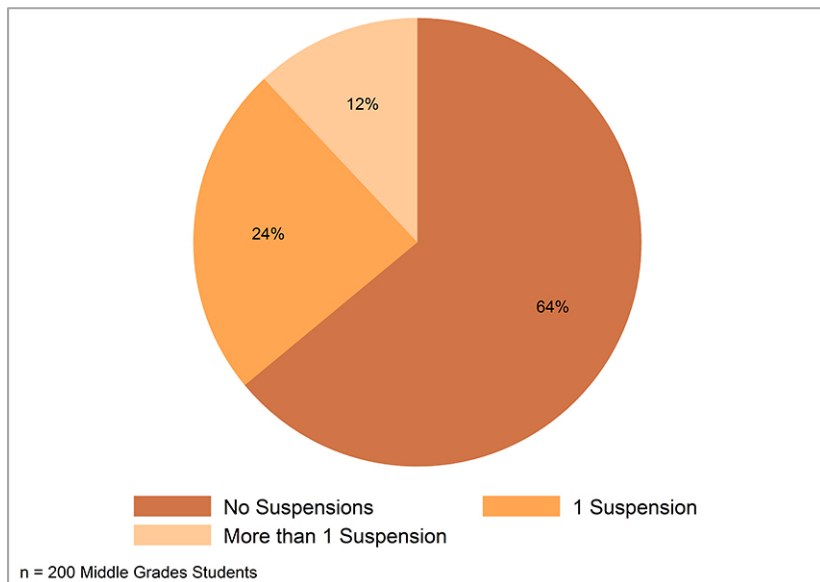
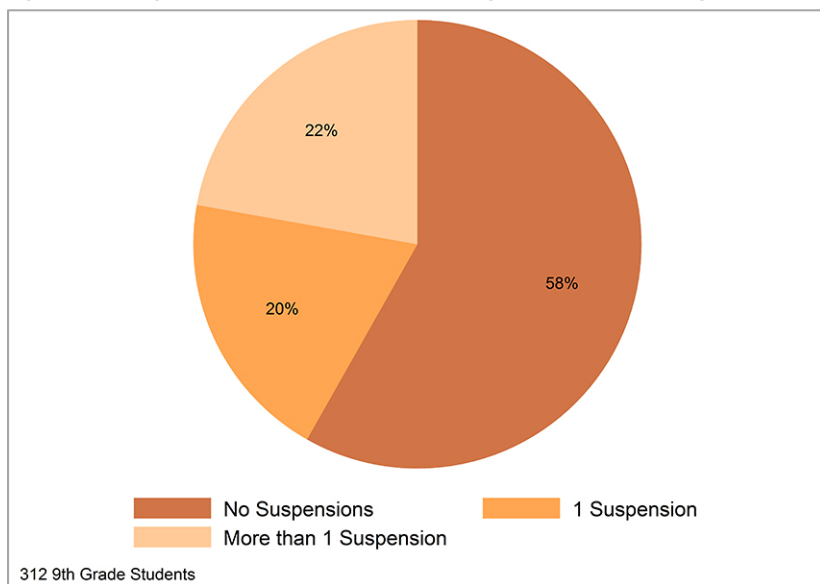


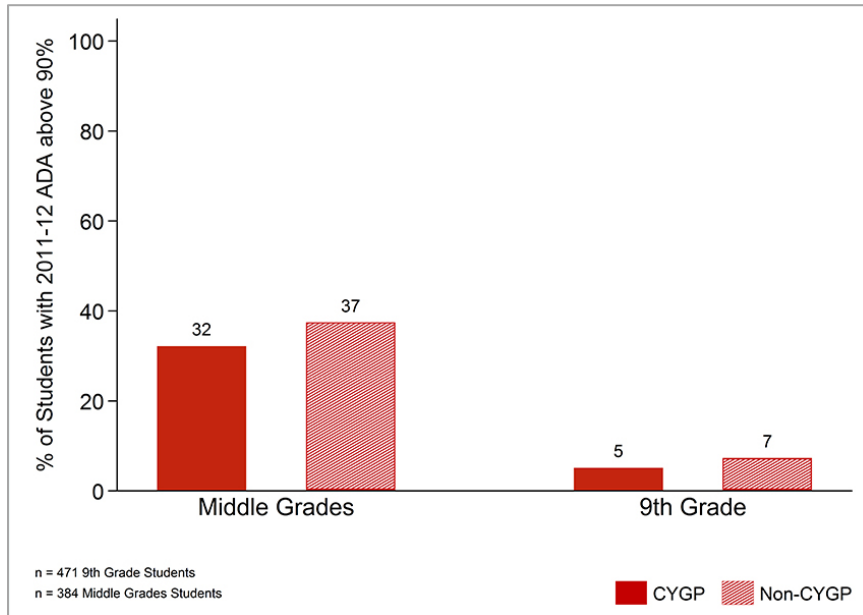
Figure 17. Suspensions for Students Receiving Behavior Coaching: 9th Grade



- A majority of middle grades students (64%) and 9th grade students (58%) who received behavior coaching finished the 2011-12 school year without receiving a single suspension.

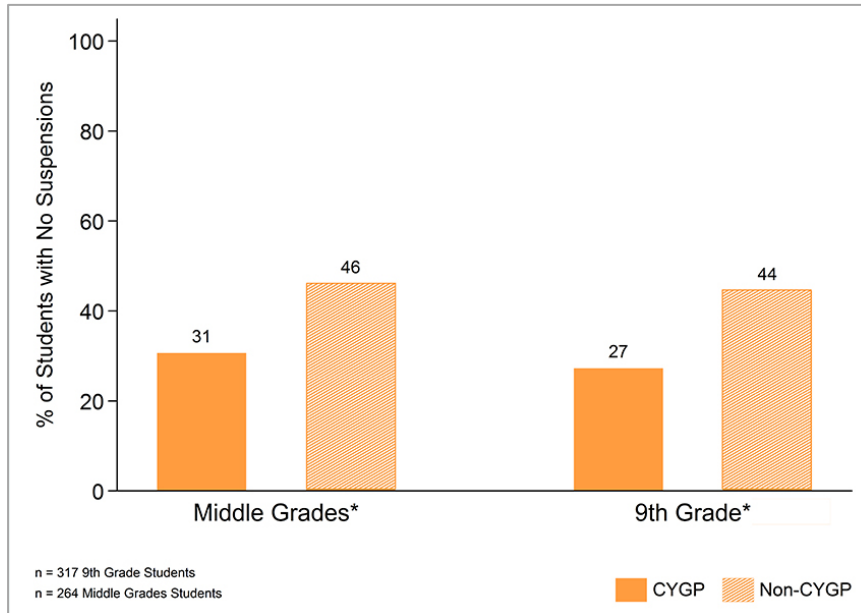
Figure 18 presents a descriptive comparison between at-risk students who received attendance coaching and ‘at-risk’ students who did not receive attendance coaching; all students in Figure 18 finished the 2010-11 school year with an average daily attendance rate below 90%. Figure 19 presents a descriptive comparison between at-risk students who received behavior coaching and at-risk students who did not receive behavior coaching; all students in Figure 19 finished the 2010-11 school year with at least one suspension.¹¹

Figure 18. At-Risk Students with Average Daily Attendance above 90% in 2011-12



¹¹ See Appendix Tables A2 and A3 for descriptive comparisons between the CYGP group of students and the comparison group of students for each analysis.

Figure 19. At-Risk Students with No Suspensions in 2011-12



*Group differences are statistically significant ($p < .05$)

Key Findings

Attendance Coaching

- There were no significant differences between students who received attendance coaching and the comparison group of students, in middle grades or 9th grade.
- Among middle grades students, roughly a third of both CYGP students and students in the comparison group finished the 2011-12 school year with average daily attendance above 90%.
- Among 9th graders, only small minorities of both CYGP students (5%) and comparison students (7%), finished the 2011-12 school year with average daily attendance above 90%.

Behavior Coaching

- In both the middle grades and 9th grade, significantly fewer CYGP students were never suspended than the comparison group of students.
- Among middle grades students, 31% of CYGP students, compared to 46% of students in the comparison group, finished the 2011-12 school year with no suspensions.
- Among 9th graders 27% of CYGP students, compared to 44% of students the comparison group, finished the 2011-12 school year with no suspensions.

Summary

The vast majority of students receiving attendance and behavior coaching also received multiple corps member supports over the course of the year. A majority of students who received attendance and behavior coaching completed the 2011-12 school year with attendance levels and behavioral patterns that would not be considered at-risk. However, among those students served who entered the 2011-12 school year with attendance and behavioral EWIs from the previous year, many continued to struggle with their attendance and behavior in 2011-12.

III. Math and Literacy Tutoring

RFA’s 2010-11 report identified three key ways corps members support students’ math and literacy: through in-class supports, pull outs and report card conferences. While math and literacy tutoring continue to be key areas of focus for CYGP, the 2010-11 report found considerable variation in corps members’ ability to consistently provide these supports to the right students – those most in need of assistance. As reported earlier, more than half of all students who received math and literacy tutoring in 2011-12 entered the school year with an academic EWI.

This section reviews the overall student population who received math and literacy tutoring from corps members during the 2011-12 school year by presenting:

1. Student population served, by grade group;
2. Performance of each grade group in math and English courses; and
3. Comparisons between tutored students and a set of comparison students.

Figures 20 and 21 present the total number of students who received math and literacy tutoring and the proportion of these students who also received additional corps member supports during the school year.

Figure 20. Total Students Receiving Math Tutoring

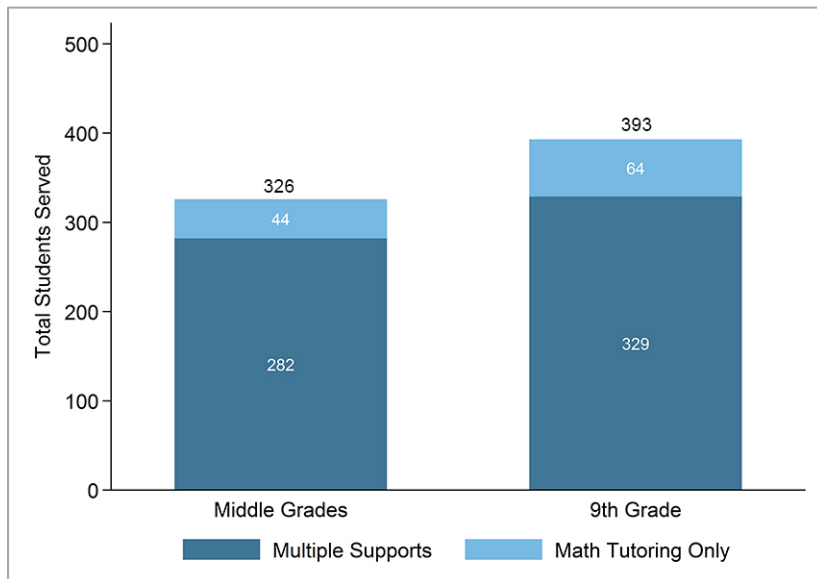
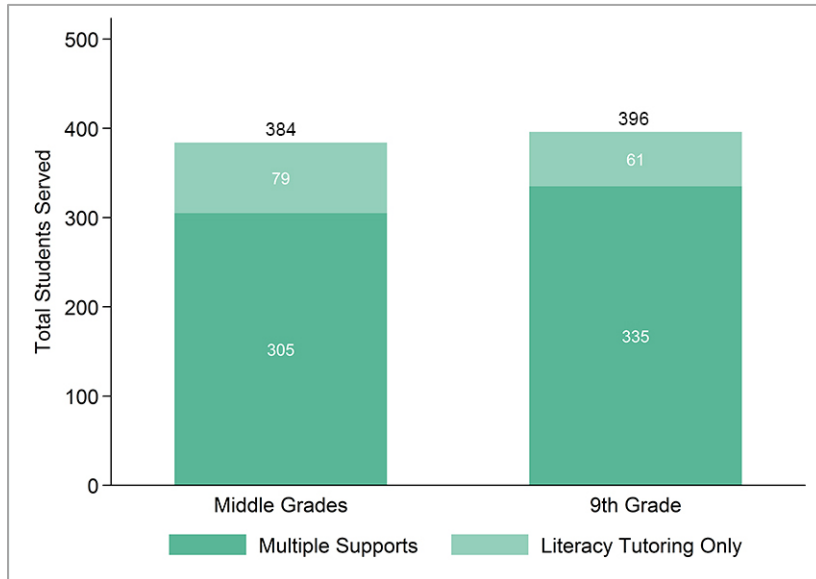


Figure 21. Total Students Receiving Literacy Tutoring



Key Findings

- The vast majority of all students in middle grades and 9th grade who received math and literacy tutoring also received at least one other corps member support in 2011-12.

Figures 22 and 23 show the percentage of all students tutored in math and literacy who earned a C or better in their math or English courses during the 2011-12 school year.¹²

¹² Figures 21 and 22 do not include a comparison group of students and were developed to provide an overall sense of how *all* students who received corps member tutoring support performed in their courses. The following set of figures present comparisons between a subset of CYGP and non-CYGP students' performance in their math and English courses.

Figure 22. CYGP Students Earning a C or Better in Math

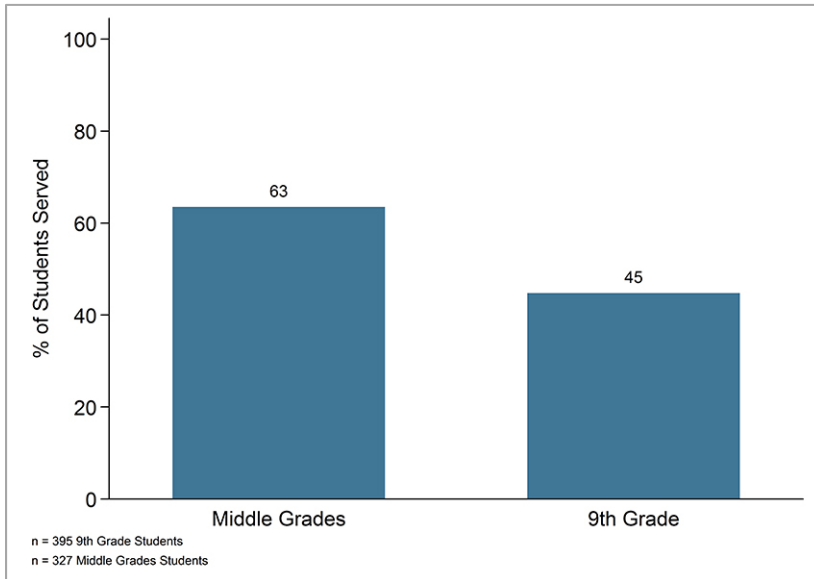
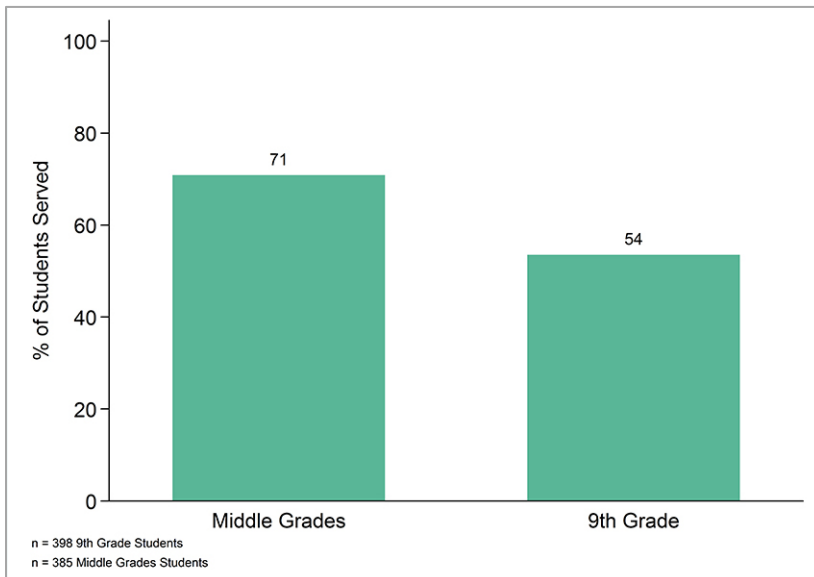


Figure 23. CYGP Students Earning a C or Better in English

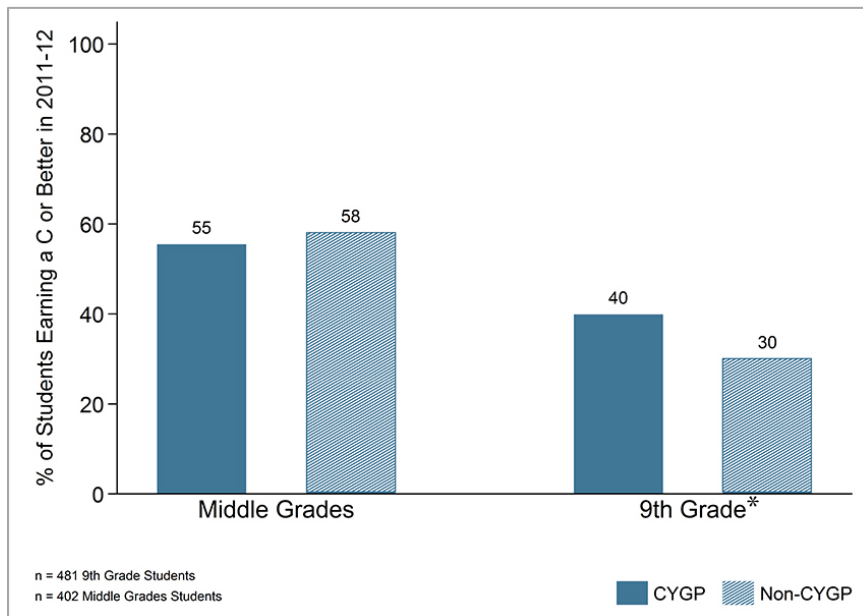


Key Findings

- The majority of middle grades students (63%), and just under half of 9th grade students (45%), who received math tutoring earned a C or better in their math courses in 2011-12.
- A sizable majority of middle grades students (70%), and just over half of 9th grade students (54%), who received literacy tutoring earned a C or better in their English courses in 2011-12.

Figures 24 and 25 present descriptive comparisons between at-risk students who received corps member math and literacy tutoring, and at-risk students who did not receive these supports. All students included in Figures 24 and 25 entered the 2011-12 school year with a D or an F in a Math or English course from the previous year. The two figures compare academically at-risk students who received corps member supports to academically at-risk students who did not receive these supports.¹³

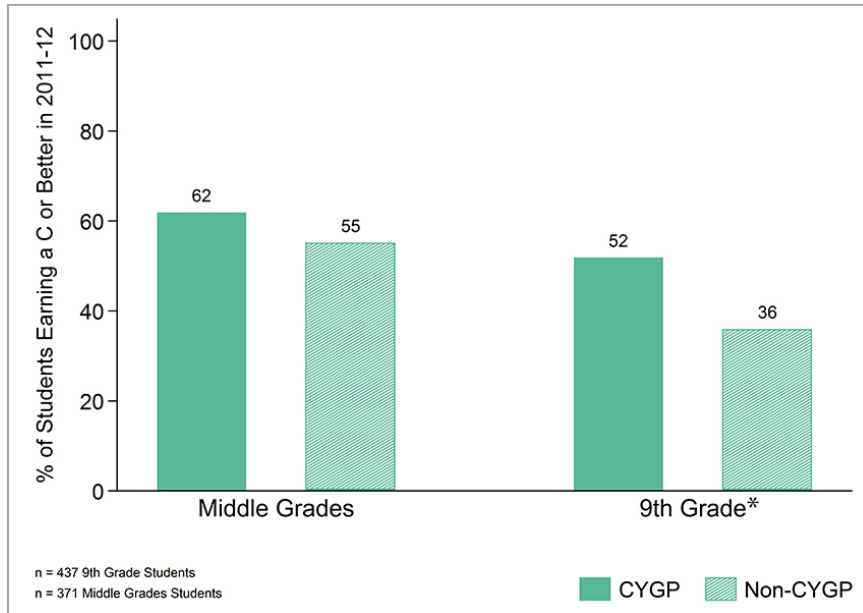
Figure 24. Students Earning a C or Better in Math



*Group differences are statistically significant ($p < .05$)

¹³ See Appendix Tables A4 and A5 for descriptive comparisons between the CYGP group of students and the comparison group of students for each analysis.

Figure 25. Students Earning a C or Better in English



*Group differences are statistically significant ($p < .05$)

Key Findings

Math

- Among 9th grade students, a significantly greater percentage of students who received CYGP tutoring (40%) earned a C or better in 2011-12 than the comparison group of students (30%). The overall performance of both groups is quite low.
- Among middle-grades students, there was no significant difference between the percentage of students who received CYGP tutoring (55%) and the students in the comparison group (58%) who earned a C or better in Math in 2011-12.

English

- Among 9th grade students, a significantly greater percentage of students who received CYGP literacy tutoring (52%) earned a C or better in English in 2011-12 than students in the comparison group (36%). The overall performance of both groups is quite low.
- Among middle-grades students, there was no significant difference between the percentage of students who received CYGP literacy tutoring (62%) and the students in the comparison group (52%) who earned a C or better in English in 2011-12.

Summary

The analyses presented in this section point to three key findings:

1. The vast majority of students receiving math and literacy tutoring also received at least one other corps member support over the course of the year.
2. A majority of middle grade students, and roughly half of 9th grade students, who received math and literacy tutoring completed the 2011-12 school year with a C or better in their math and English courses.
3. Among 9th grade students who entered the 2011-12 school year with an academic EWI from 2010-11, the *descriptive comparisons* between CYGP students and similar non-City Year students show that a significantly greater percentage of CYGP students earned a C or better in the Math and English classes than the comparison group of 9th grade students; this relationship was not observed among middle grades students. However, the overall percentage of students earning a ‘C or better’ among the CYGP students and the comparison groups was rather low in both math and English.

These preliminary analyses provide some initial evidence to suggest that corps member tutoring supports make a positive contribution to 9th grade students’ academic performance. One possible explanation for these observed differences is that as a group, the CYGP students had better attendance than the comparison students. In both analyses, a significantly *lower* percentage of the CYGP students had attendance levels below 90% compared to the comparison groups of students (72% v. 85% in math; 61% v. 82% in English).¹⁴ To further investigate the relationship between CYGP tutoring and students’ academic performance, the following section presents findings from analyses that assess the effect of *multiple factors* on the probability that a student earned a C or better in their Math and English courses in 2011-12.

¹⁴ See Appendix Tables A4 and A5.

IV. A Closer Look at Math and English Performance

The findings presented in the previous section suggest that, overall, academically at-risk 9th grade students who received corps member academic supports significantly outperformed similar students who did not receive the same supports. To estimate the effect corps member supports had on students' academic performance, two separate predictive analyses were conducted to assess students' chances of earning a C or better in math or English.¹⁵ Each analysis isolated “receipt of corps member tutoring” as the key predictor, along with student attendance and behavior, to understand how these factors also influenced students' academic performance in 2011-12. For each analysis, the comparison group of students was roughly equivalent to those students receiving CYGP tutoring supports with one exception: significantly more CYGP students entered the 2011-12 school year with academic EWI from the previous year. Each model was developed to specifically control for these group differences.¹⁶

Table 3 presents the key predictors and controls that were included in each analysis.

Table 3. Predictive Model Components: Math and English Performance

MATH PERFORMANCE	ENGLISH PERFORMANCE¹⁷
Outcome	Outcome
<ul style="list-style-type: none"> Earning a C or better in Math 	<ul style="list-style-type: none"> Earning a C or better in English
Predictors	Predictors
<ul style="list-style-type: none"> City Year Math Tutoring Receiving a ‘D’ or ‘F’ in English Average Daily Attendance Behavioral EWI (Receiving 1 or more suspension) 	<ul style="list-style-type: none"> City Year Literacy Tutoring Average Daily Attendance Behavioral EWI (Receiving 1 or more suspension)
Controls	Controls
<ul style="list-style-type: none"> 2010-11 ‘D’ or ‘F’ in Math Gender African American Special Education Status Free/Reduced Lunch Receipt Limited English Proficiency 	<ul style="list-style-type: none"> 2010-11 ‘D’ or ‘F’ in English Gender African American Special Education Status Free/Reduced Lunch Receipt Limited English Proficiency

The main results from both analyses suggest that, after controlling for a number of factors, receiving corps member tutoring had a slightly negative influence on students' likelihood of earning a C or better in Math, and had no significant effect on students' likelihood of earning a C or better in English. Table 4

¹⁵ See the Appendix for the predictive results.

¹⁶ See Appendix Tables A6 and A7 for descriptive comparisons of the City Year and comparison groups of students

¹⁷ The predictive model for English performance did not include a control for students' math performance. Prior studies have found student literacy to be very important for students' performance in all other academic subjects, however, math proficiency does not influence students' ability to perform well in English classes in the same way.

shows the main relationships between key predictors and controls in the analyses and students’ estimated chances of earning a C or better in math or English.¹⁸

Table 4. Key Factors Influencing 9th Grade Students’ Academic Performance

Predictors	Improved Students Chance of Earning a ‘C or Better’ in Math	Improved Students Chance of Earning a ‘C or Better’ in English
	No	NA
City Year Student	No	NA
2010-11 D or F in Math	No	-
2010-11 D or F in English	-	No
Average Daily Attendance	Yes	Yes
1 or More Suspension	No	No
D or F in English	No	-

While the main predictor of interest, receipt of corps member tutoring, did not exert the expected effect on students’ likelihood of earning a C or better in math or English, it is instructive to note how other key predictors listed in Table 4 influenced students’ academic performance.

- Students’ past academic performance was a strong predictor of their current years’ academic performance in both math and English.
 - In both math and English, earning a D or F in previous school year had a significant, negative, impact on the likelihood that a students earned a C or better in the following year in each subject.
- Students who struggle in English also struggle in math.
 - Earning a D or F in an English class exerted a strong, negative, effect on students’ likelihood of earning a C or better in math.
- Students who receive suspensions struggle academically.
 - Receiving one or more suspension had a strong, negative, effect on students’ likelihood of earning a C or better in math and English.
- Students who consistently attend school perform better academically.
 - Student attendance was a strong, positive, positive predictor of students’ likelihood of earning a C or better in math and English.

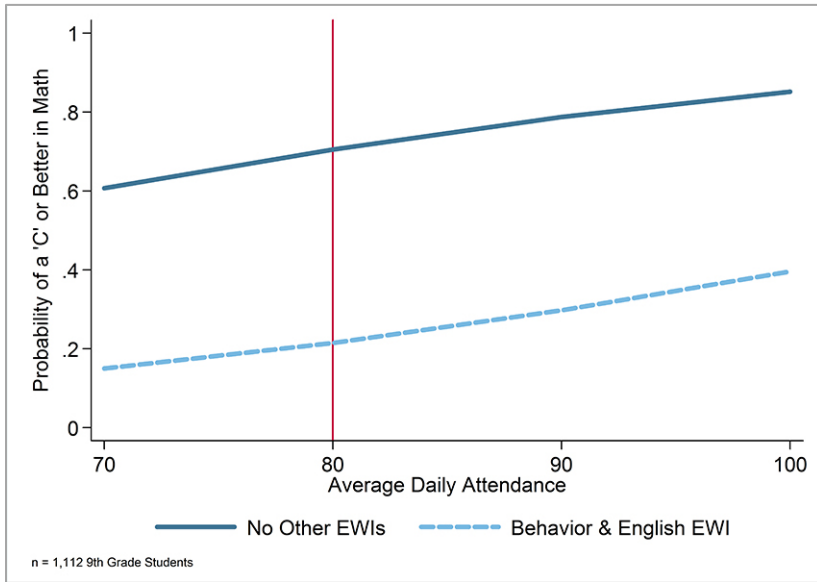
Predicting Student Success

To represent the combined effect of EWIs on students’ academic performance, the results of each analysis were used to estimate the probability that a student would a C or better in each subject. Figures 26 and 27 show how students’ probability of earning a C or better in Math or English is influenced by their average daily attendance, their behavior, and their academic performance in the other core subject area. In each figure, the solid line represents the change in the probability that a student who did not accumulate any other EWIs during the 2011-12 school year will earn a C or better as their average daily

¹⁸ A “-” in Table 4 indicates that a particular measure was not included in the predictive modeling for the relevant outcome; the ‘math model’ did not control for students’ prior performance in their English courses, and the ‘English model’ did not control for students’ prior, or concurrent, performance in math.

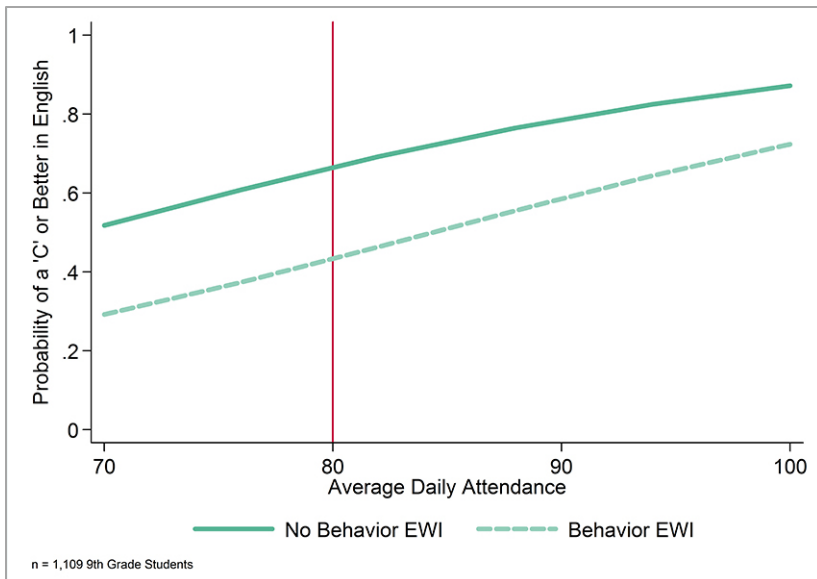
attendance increases. The dotted line in each figure represents the change in the probability that a student who also had other EWIs will earn a C or better as their average daily attendance increases.

Figure 26. Probability of Earning a C or Better in Math as ADA Improves*



*Group differences are statistically significant ($p < .05$)

Figure 27. Probability of Earning a C or Better in English as ADA Improves*



*Group differences are statistically significant ($p < .05$)

Key Findings

- As students' average daily attendance increases, their probability of earning a C or better in math or English steadily increases.
- Students who had one or more suspension had a significantly lower probability of earning a C or better in English.
- Students who had one or more suspensions and earned below a C in English had a significantly lower probability of earning a C or better in math.

Summary

Overall, the findings presented in this section point to two key findings.

1. Corps member tutoring supports in math and English did not exert a significant, positive, effect on students' academic performance in either subject. While the initial analyses presented in the previous section provided some evidence to suggest that corps member supports were positively influencing students' academic performance in the 9th grade, when a host of other factors are considered the "CYGP effect" becomes less clear.
2. The combined effect of multiple early warning indicators, poor attendance, suspensions, and course failure, all contribute to significantly reduce the likelihood that students will succeed academically.

While the findings presented in this section do not point specifically to a discernible effect of corps member tutoring supports, they do provide some insight into the key factors that are driving 9th grade students' academic performance in City Year high schools. Indeed, these results suggest that focusing on attendance and behavior may be an effective strategy to improve students' academic performance.

V. Conclusions and Recommendations for Future Research

The findings presented in this report can inform effective practice by corps members and CYGP leadership in the current school year and beyond.

Key Findings

Serving the Target Population

1. Corps members did not always provide behavioral and academic supports to the target population of students in partner schools
2. There are a considerable number of at-risk students at CYGP partner schools who did not receive CYGP supports in both the middle grades and 9th grade.
3. Relatively few students who received academic tutoring reached CYGP dosage thresholds.

CYGP Supports & Student Performance

1. Relatively few students who received attendance and behavior coaching finished the school-year as at-risk students in these areas.
2. Students who entered the school year at-risk across all support areas continued to struggle with attendance, behavior and academics in 2011-12.
3. CYGP academic supports exerted only modest contributions to at-risk students' academic performance among 9th grade students, and had no discernible effect in the middle grades;
4. Attendance was a strong, driving force behind academic performance in math and English for at-risk 9th grade students.

Some of the findings presented in this report echo the findings presented in the 2010-11 report. In particular, the use of focus lists to identify the target student population appears to be an ongoing challenge to identifying at-risk students. Working closely with teachers and administrators at CYGP partner schools will continue to be important for corps members and the CYGP leadership moving forward. In order to effectively assess the overall impact of CYGP supports for students that align with CYGP's programmatic goals, it is crucial that corps members consistently support the CYGP target population.

In addition, the absence of any observable influence of attendance and behavior coaching on students receiving these supports may be the result of inconsistent provision of these supports throughout the year. While the current report does not include any findings directly related to implementation or dosage, conversations with CYGP staff suggest that behavior and attendance coaching remain areas that do not receive as much attention as tutoring supports.

Finally, the initial comparisons between 9th grade CYGP students and the comparison students suggested a positive relationship between receipt of corps member tutoring in math and English and course performance. However, when the effect of multiple factors was taken into consideration the predictive analyses in section IV, the effect of CYGP tutoring observed previously disappeared in English, and became negative in math.

There are a number of ways to understand these apparently contradictory findings. One possible explanation for the negative effect observed on tutored math students is that corps members had effectively identified the most at-risk students in this area and that these students continue to struggle, despite the additional supports they received.

A second possible explanation for these findings may be related to the relatively small percentage of tutored students who reached ‘dosage’ levels in math and literacy tutoring. With the vast majority of students receiving math and literacy tutoring falling below the dosage threshold, it may be unreasonable to expect these students to have benefited from these corps member supports.

A third possible explanation is that corps members’ tutoring supports were ineffective; either due to the amount, or quality, of the tutoring they received.

Without additional information, we cannot know what other circumstances may have influenced students’ outcomes. However, the findings presented in this report do suggest that the accumulation of multiple EWIs, having low attendance, getting suspended, and struggling in other courses, all decrease the likelihood that 9th grade students will succeed at CYGP partner schools.

On the basis of these key findings, a set of recommendations for programming and future research are presented below.

Recommendations

The following recommendations include new policies and practices to support effective program implementation:

- 1. Continue to work with school administrators and staff to accurately identify at-risk students across all support areas.**
 - CYGP has already been moving in this direction during the 2012-13 school year, utilizing rolling focus lists that are updated after the first marking period. Working closely with school administrators and staff to identify at-risk students within the school year will allow CYGP to assess change from the first to the last marking period, as well as from year to year.
- 2. Prioritize attendance and behavioral supports for at-risk students.**
 - The findings presented in this study echo key findings from other studies of at-risk student academic performance: attending school regularly and staying out of trouble are consistently positive predictors of students’ long term academic performance.
- 3. Intentionally coordinate attendance and behavioral supports with academic tutoring to support at-risk students’ academic progress.**
 - Students who do not attend school regularly likely do not benefit as much from academic tutoring as those who regularly attend. Supporting students’ attendance and behavior to keep them attending school will provide additional opportunities for success for those students also identified for targeted academic tutoring.
- 4. Include qualitative research and analyses of program management and implementation in all future evaluations.**

- This will allow for a more nuanced understanding of findings, identify corps members' challenges, and connect program implementation to student performance at partner schools.

Appendix

Table A1. Total Students Served at CYGP Partner Schools

	Public SDP Partner Schools	Students Served
Middle Grades Schools	Anna H. Shaw Middle School	53
	Benjamin Franklin School	127
	Feltonville School of Arts & Sciences	98
	Francis P. Pastorius School	106
	Thurgood Marshall School	54
	Tilden Middle School	107
	Walter G. Smith School	76
High Schools	Frankford High School	124
	Germantown High School	68
	Overbrook High School	112
	Samuel Fels High School	97
	South Philadelphia High School	41
	Thomas Edison High School	139
	West Philadelphia High School	85
	Total Students Served	1,287

Table A2. Attendance Comparison Groups: CYGP Students v. Comparison Group Students

	Middle Grades		9th Grade	
	City Year	Non-City Year	City Year	Non-City Year
% Male*^	66%	47%	46%	57%
% Special Ed.^	20%	28%	15%	28%
% Free Lunch	91%	86%	80%	76%
% LEP	7%	10%	6%	12%
% African American*	76%	61%	67%	61%
% Latino*	18%	33%	25%	29%
% Behavioral EWI	39%	41%	43%	44%
% Math EWI*^	44%	30%	58%	69%
% English EWI^	40%	35%	46%	61%
% 2+ EWIs 10-11	69%	62%	79%	77%
% Behavioral EWI 10-11	34%	29%	39%	47%
% Math EWI 10-11	44%	37%	55%	62%
% English EWI 10-11	40%	35%	52%	57%
% Attendance EWI	68%	63%	95%	93%
Total Students	87	297	156	315

* Group difference are significant, Middle Grades ($p < .05$)

^ Group differences are significant, 9th Grade ($p < .05$)

Table A3. Behavior Comparison Groups: CYGP Students v. Comparison Group Students

	Middle Grades		9th Grade	
	City Year	Non-City Year	City Year	Non-City Year
% Male	63%	55%	69%	61%
% Special Ed.*	11%	29%	18%	28%
% Free Lunch^	82%	76%	60%	78%
% LEP^	3%	8%	5%	12%
% African American^	83%	72%	82%	70%
% Latino^	18%	27%	15%	25%
% Attendance EWI^	34%	42%	72%	85%
% Math EWI	44%	31%	63%	70%
% English EWI*	45%	30%	53%	62%
% 2+ EWIs 10-11*	79%	63%	89%	84%
% Attendance EWI 10-11	48%	43%	61%	68%
% Math EWI 10-11	45%	34%	59%	62%
% English EWI 10-11	40%	31%	62%	61%
% Behavioral EWI*^	69%	54%	73%	56%
Total Students	62	202	99	218

* Group difference are significant, Middle Grades ($p < .05$)

^ Group differences are significant, 9th Grade ($p < .05$)

Table A4. Math Comparison Groups: CYGP Students v. Comparison Group Students

	Middle Grades		9th Grade	
	City Year	Non-City Year	City Year	Non-City Year
% Male	62%	58%	59%	62%
% Special Ed.*	17%	35%	15%	29%
% Free Lunch	80%	79%	66%	72%
% LEP	11%	13%	7%	12%
% African American^	73%	64%	75%	63%
% Latino*^	23%	33%	20%	30%
% Attendance EWI*^	30%	42%	61%	82%
% Behavioral EWI	38%	40%	39%	46%
% English EWI ^	40%	40%	38%	62%
% Multiple EWIs 10-11	78%	80%	84%	85%
% Behavioral EWI 10-11	29%	27%	40%	44%
% English EWI 10-11	62%	60%	66%	65%
% Attendance EWI 10-11^	36%	43%	51%	63%
% Math EWI^	45%	42%	60%	70%
Total Students	146	255	173	307

* Group difference are significant, Middle Grades ($p < .05$)

^ Group differences are significant, 9th Grade ($p < .05$)

Table A5. English Comparison Groups: CYGP Students v. Comparison Group Students

	Middle Grades		High School	
	City Year	Non-City Year	City Year	Non-City Year
% Male	69%	61%	64%	70%
% Special Ed.*^	18%	40%	13%	27%
% Free Lunch	81%	81%	72%	71%
% LEP	10%	12%	8%	14%
% African American^	74%	67%	76%	62%
% Latino*^	20%	31%	20%	28%
% Attendance EWI*^	31%	46%	65%	81%
% Behavioral EWI	40%	49%	38%	46%
% Math EWI *	47%	43%	58%	70%
% 2+ EWIs 10-11	85%	80%	86%	87%
% Attendance EWI 10-11^	35%	43%	54%	64%
% Behavior EWI 10-11	29%	26%	41%	48%
% Math EWI 10-11*	74%	63%	71%	72%
% English EWI^	38%	45%	48%	64%
Total Students	128	243	160	278

* Group difference are significant, Middle Grades ($p < .05$)

^ Group differences are significant, 9th Grade ($p < .05$)

Predictive Modeling

To assess the effect of CYGP tutoring on students' academic performance two separate logistic regression models were designed to estimate differences between 'City Year Students' and students who did not receive corps member tutoring. For each model, the overall student population included in the analyses was 9th grade students who had not transferred out of school and who had not dropped out of school over the course of the year. The outcome for each model was a dichotomous measure of whether a student earned a 'C or Better' in either their Math (Model I) or English (Model II) course.

All independent and control variables included in both models were dummy variables, i.e., they were measured as 'Yes' or 'No.' Students' 'average daily attendance' was the only variable measured continuously as the percentage of a students' enrolled days that a student attended during the school year. Tables A6 and A7 present descriptive comparisons between the CYGP students and the comparison students along the measures included in each model. To control for school level dependence between students attending the same school, robust standard errors were estimated for each coefficient in both models.¹⁹ Table A8 presents the full model results for each predictive model.

Table A6. Predictive Modeling: Descriptive Statistics – Math

	City Year Students	Comparison Students
% 2010-11 Math D or F*	58%	36%
Average Daily Attendance	84%	82%
% Behavioral EWI	37%	32%
% English EWI	37%	38%
% Male	59%	54%
% African American*	75%	62%
% Special Ed.*	15%	23%
% Free/Reduced Lunch	69%	73%
% Limited English Proficiency*	6%	14%
% Edison*	12%	17%
% Fels*	12%	24%
% Frankford	20%	21%
% Germantown	9%	10%
% Overbrook*	21%	6%
%South Philadelphia	9%	9%
% West Philadelphia	15%	12%
Total Students	298	814

* Group difference are significant ($p < .05$)

¹⁹ More advanced techniques to control for school level dependence, such as multi-level models, were not possible for these analyses due to the relatively small number of students receiving math and literacy tutoring at some high schools.

Table A7. Predictive Modeling: Descriptive Statistics – English

	City Year Students	Comparison Students
% 2010-11 English D or F*	54%	33%
Average Daily Attendance	82%	82%
% Behavioral EWI	36%	32%
% Male	59%	54%
% African American*	75%	62%
% Special Ed.*	15%	23%
% Free/Reduced Lunch	73%	73%
% Limited English Proficiency*	7%	14%
% Edison*	12%	17%
% Fels*	11%	24%
% Frankford	20%	21%
% Germantown	12%	10%
% Overbrook*	19%	6%
% South Philadelphia	10%	9%
% West Philadelphia*	17%	12%
Total Students	295	814

* Group difference are significant ($p < .05$)

Table A8. Predictive Model Results: Math & English

	Model I: C or Better in Math		Model II: C or Better in English	
	B	Robust SE	b	Robust SE
City Year Student	-0.449*	0.197	-0.353	0.281
2010-11 D or F in Math	-0.976***	0.101	-	-
2010-11 D of F in English	-	-	-0.843***	0.190
Average Daily Attendance	0.043***	0.007	0.062***	0.009
1 or More Suspension D or F in English	-0.673***	0.135	-0.956***	0.151
Male Student	-1.495***	0.148	-	-
African American Student	0.168	0.128	-0.521*	0.217
Special Education	0.347	0.129	0.187	0.170
Limited English Proficiency	-0.083**	0.379	-0.212	0.381
Free Reduced/Priced Lunch	-0.234	0.361	0.291	0.731
Edison HS^	0.106	0.208	0.123	0.091
Frankford HS^	-0.401***	0.111	-1.247***	0.097
Germantown HS^	0.148**	0.045	0.487***	0.065
Overbrook HS^	0.127	0.122	-0.247***	0.068
S. Philadelphia HS^	-0.572***	0.106	0.569***	0.103
W. Philadelphia HS^	0.190***	0.047	-0.095*	0.044
Constant	0.666***	0.126	0.604***	0.084
	-2.474**	0.728	-3.743***	0.985
Psuedo Log Likelihood	-549.024		-555.983	
Psuedo R Square	0.287		0.254	
N	1,112		1,109	

^Samuel Fels High School is the High School reference school

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